Being a teacher is something I’ve had in the back of my mind since I was very young. I’ve always enjoyed aiding friends in school, and I was a girl scout until the end of high school, where I was often put in leadership positions as I was the oldest remaining scout in my troop. Even though I cycled through many different “dream jobs,” teaching was always a fallback, but the official decision to make teaching my career came during my junior year of high school. I had never been a huge fan of essays, or of writing in general, but an abrupt schedule change landed me in a college composition class where all we did was learn how to write a variety of different formal essays. It was a subject I highly disliked, but my teacher made the class engaging and interesting in a way I never expected. She allowed us to have freedom in our writings, but helped us along the right path if we were lost or unsure of something. We regularly has class discussions that helped us garner essay topics, but also resulted in the class getting to know each other better. Because of her class and the way she taught it, my entire outlook on writing changed, and I realized that in the future, I wanted to be able to have that kind of impact on someone. I’ve never really been one to get along with small children, so the secondary level was undisputable. After that, the decision to teach English was an fairly easy one. I’ve always loved reading, had a newfound love for writing, and in my eyes, English has always been one of the more flexible subjects. It has structure when needed, but it also allows for interpretation and variety, where the other subjects seem far more rigid.

The way I learn goes hand in hand with English, as I prefer to have a fairly clear cut and understandable structure, but I can be flexible if need be. I anticipate my main approach, especially in assessments, to surround having a clear set of guidelines for students to look to and to follow, but still allow for open interpretation. Related to that, though, is one of my main concerns. I am extremely worried that I will not be able to reach those who need rigid structure, nor those who need a larger amount of academic freedom. The idea that there are so many different intelligences and ways of learning is daunting, especially knowing that I will undoubtedly encounter each and every type of person at some point in my career. Because of that, I am expecting and hoping that this course will give me a better idea of how to work with each of these learning styles, even just a little bit. I am also eager to learn about how lessons and units are formed. How teachers decide what content is covered in specific units has always been a source of curiosity for me, so I am very interested to see how that process works. Overall, I am excited to be a part of this program, and to take this huge step towards beginning my career as an educator.